

Abstract

The impact of the teacher-parent partnership in the education of learners with special educational needs such as those with autism spectrum disorder (ASD) or, rather, learners with autism, has not been accorded adequate attention. A look at the pedagogical enterprise, which is the process of managing teaching-learning environment in relation to the conditions of learners with ASD, teacher-parent partnership requires philosophical interrogation. This study uses speculative philosophic methodology to explore the cosmological unification of learner with ASD, teacher, parent and the implications of *the triad* for effective learning. It is posited that the harmony created by the cosmic intelligence (nous) that emanates and which manages the harmony that ensues may be discussed in relation to the Heraclitean theory of “logos” and the Anaxagorean hypothesis of “all is one.” As a consequence, the educational success of a learner with ASD could be viewed as a resultant of metaphysical and pedagogical enterprise centered on the cosmos for whatever behavior that is exhibited, perceived as bizarre or otherwise but capable of use as a stepping stone for further learning.